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ABSTRACT

To determine the satisfaction of minority students with the programs and services of Midlands Technical College, a survey of African American students was conducted in fall 1991. Surveys mailed to 2,217 students were returned by 252 (11 percent response rate). Students were asked about the racial atmosphere on campus, satisfaction with services and need for additional services, and basic demographic data. Twenty-six percent of those responding were male, and the average age was 27 years. There were no significant differences in the responses of males and females. At least 70 percent of the respondents agreed that their advisors helped them select courses that matched their interests and abilities, that students of various racial and ethnic backgrounds get along well, and that all students at the college feel welcomed. Twenty-two percent of the respondents indicated that they had experienced racism on campus. Classroom instruction and admissions programs were rated as excellent/good by over 70 percent of the respondents. Potential workshop topics and some services with which students were less satisfied are identified. An appendix contains the survey, some comments, a guide for focus group discussions planned for further study, and a financial report. (SLD)

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ED 364 637

BLACK EXPERIENCE

IN

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MINORITY STUDENT SUCCESS STUDY
MIDLANDS TECHNICAL COLLEGE
P O BOX 2408
COLUMBIA, SC 29202

APRIL 15, 1992

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MINORITY STUDENT SURVEY ANALYSIS

METHODOLOGY

In an effort to support a grant received from Clemson University to determine minority student satisfaction with the programs and services of Midlands Technical College, a survey of African-American students was conducted in Fall 1991. Surveys were mailed to 2,217 students and 252 completed surveys were returned. A response rate of 11 percent was achieved and no additional mailings were conducted. The low response rate will limit the ability of the study to make generalizations from the sample about the entire minority student population.

The survey was divided into five sections. Section I asked questions pertaining to student perception with the racial atmosphere on campus. Sections II and III asked about the student's level of satisfaction with services provided by the Student Development Services unit and the need for additional workshops and seminars to improve student success in their courses. Sections IV and V sought general comments and basic demographic data describing the respondents. (A copy of the instrument is included in the Appendix)

GROUP COMPOSITION

Twenty-six percent of those responding were male and 74 percent were female. The average age of respondents was 27 years and the average income level was $13,977. Of those students responding, 20 percent were majoring in programs in the Arts and Science division, 34 percent were from the Allied Health and Nursing Division, 33 percent were from Business and Computer Information Systems Division, 12 percent were from Engineering and Industrial Technologies Division, and 1 percent identified their program major as Undecided. The majority of the respondents (52 percent) identified themselves as single with no children, twenty-two percent were married with children, and the remaining 26 percent were either married or single with children. Responses in the report are cumulative. No tables of information by gender or division major are provided although findings from those analysis are discussed.

THE COLLEGE ENVIRONMENT

The first nine questions in Section I asked students to indicate their level of agreement with the statements provided on the survey. For purposes of analysis, the percentages of response from the "Strongly Agree" and "Agree" categories and the "Disagree" and "Strongly Disagree" categories have been combined.

At least seventy percent of the respondents agreed that their advisors helped them select courses which matched their interests and ability, that students of various racial and ethnic backgrounds get along well, and that all students at this college feel welcomed. The percentage of responses to each category is provided in Table I.

TABLE I

	SA/A	N	D/SD
Advisors Match Course Selection	73%	16%	11%
Var. Bkgrnd. Get Along	72%	22%	6%
All Studs. Feel Welcomed	70%	19%	11%
Personnel Avail. for Asst.	69%	20%	11%
Emp. Provide Caring, Open Atmos.	67%	20%	13%
College Provides Suff. Fin. Aid	63%	23%	14%
College Personnel Available	57%	30%	13%
College Offers Cultural Events	32%	41%	27%
Studs. Hold Extreme Racial Views	31%	45%	23%

Of the students responding, 57 percent "Strongly Agree" or "Agree" that college personnel are available when they need assistance. While 32 percent of the respondents agreed that the college offers many cultural events and programs, 41 percent of the individuals responding to this question provided a neutral answer. Forty-five percent of the respondents provided a neutral response when asked if there are many students at this college who hold extreme racial views.

There were very few differences between the responses of males and females to questions in this section of the study. No statistically significant relationship was found when the data was analyzed by gender. When asked if all students are made to feel welcomed at this college, 80 percent of the males and 69 percent of the females responded that they "Strongly Agree" or "Agree" with this statement. Males, by a slightly smaller percentage agreed that sufficient financial aid is available. Fifty-nine percent of the males and 69 percent of the females responded in the "Strongly Agree" or "Agree" categories.

When asked if they had personally encountered acts of racism on-campus, seventy-eight percent indicated that they had not. Of the twenty-two percent that indicated they had experienced racism, the majority of respondents (42) indicated they had experienced racism from faculty members, (24) from fellow students, and (7) each from cashiers and college administrators. Males (22 percent) responded "yes" at a slightly higher rate than females (16 percent). A test of statistical significance was performed to see if responses differed by division and no relationship was found.

Seventy-four percent of the respondents indicated they were unaware of any fellow students who had encountered acts of racism on-campus Again, of the respondents who indicated they knew others who had experienced acts of racism, faculty members (46 individuals), fellow students (28 individuals), counselors (8 individuals), college administrators (5 individuals), and cashiers and financial aid officers (4 individuals each) were sighted most often. Students indicating that they were majoring in programs in the Arts and Sciences and Allied Health divisions most frequently responded that they knew other students who had experienced racism.

SATISFACTION WITH PROGRAM AND SERVICES

For purposes of analysis, the "Excellent" and "Good" and the "Fair" and "Poor" categories have been combined. Two areas, classroom instruction and admissions, were rated as excellent/good by over 70 percent of the respondents. Three areas: faculty advising, registration, and counseling/career services had approval ratings of 60 percent or higher. All of the remaining areas, see TABLE II, had a rating of approximately 50 percent or less.

There are a number of offices within the Student Development Services unit where 30 percent or more of the respondents indicated they did not use the services. These services include: job placement (58 percent), tutorial services (45 percent), new student advisement center (34 percent), and student life (30 percent). It should be noted that the programs with the lowest percentages in the excellent/good category were also the programs with the highest percentages of students indicating they never used the service.

TABLE II

	Excellent/ Good	Fair/ Poor	Never Used
Admissions	76%	22%	1%
Classroom Instruction	74%	25%	1%
Registration	65%	31%	4%
Counseling/Career Services	62%	22%	16%
Faculty Advising	60%	29%	11%
Financial Aid	52%	24%	24%
Student Life	50%	20%	30%
Placement Testing	46%	36%	18%
New Student Advisement Ctr.	46%	20%	34%
Tutorial Services	41%	13%	45%
Job Placement	22%	20%	58%

STUDENT WORKSHOPS

Of the seven topics listed as potential workshops to be offered to minority students, 65 percent or more of the respondents indicated that they were very interested in four. They are: test taking skills (71 percent), leadership development (70 percent), goal setting (69 percent), and cultural diversity (66 percent).

CONCLUSIONS

Further studies are planned with African-American students to identify the factors that they feel impact their success at Midlands Technical College. Focus groups were conducted on both the Airport and Beltline Campuses to obtain input and to identify any differences in success characteristics among students attending the two campuses.

MINORITY STUDENT FOCUS GROUPS

As a follow-up to the survey of minority students, two student focus groups were conducted to gather more qualitative input regarding factors that contribute to minority students success and barriers which impede minority student progress. One focus group was held on each campus, with groups co-facilitated by the Director of Access and Equity and the Dean for Student Entry and Enrollment Services, who also serves as Chairman of the College's Retention Task Force.

STRUCTURE

Prior to the focus group interviews, a format was constructed to serve as a guide for the process (Appendix A). This structured guide was developed in coordination with the Office of Research and Analysis, based on student responses to the previous survey. The interview guide consisted of four main sections: (1) Student Non-Academic Support Services, (2) Academic Support Services, (3) Faculty Involvement, and (4) Campus Climate. Prior to each section, a lead-in statement allowed students to individually brainstorm responses and jot down their thoughts on the subject. The focus groups were conducted in an informal setting, where a luncheon was provided and introductions made prior to beginning the structured session. This encouraged students to relax and respond openly regarding the various topics.

GROUP COMPOSITION

A total of twenty-eight (28) minority students participated in the two focus groups, with seventeen (17) persons on the Beltline Campus and eleven (11) on the Airport Campus. Eighteen (18) males and ten (10) females attended, with each academic division represented. Most participants had attended Midlands Technical College for two or more terms, and many had long-term educational goals, with the majority of students indicating that they plan to continue their education at a four-year college. Nearly all students were employed at least part-time, with the majority working twenty (20) or more hours per week.

SUMMARY

Student Non-Academic Support Services

Minority students' views of non-academic student support services ranged from good to average. Most of the students interviewed in the sessions had not used many of the colleges' support services and were not aware of how to access these services. This lack of usage seems to stem from the fact that students didn't know enough about the types of assistance provided by the various support

services. They found the pre-enrollment orientation session helpful but felt that a more in-depth orientation program for all students should be established to better inform them about support services and how to access them. It should also be noted that those students who had participated in the pre-enrollment student success seminars initiated in 1991 were more knowledgeable of services available.

Minority students mentioned the admissions and enrollment process, career services and a strong student network as non-academic services that have contributed to their success at the college. The degree to which these areas contributed varied from campus to campus. On the Beltline Campus the strong student network and the admissions/enrollment process seem to be the major reasons for student success, while Counseling and Career Services staff aided student success on the Airport Campus. These campus differences may be partially due to the large minority population on the Beltline Campus, which promotes interdependence among the students The small minority population on the Airport Campus appears to depend more on college representatives such as instructors and Counseling and Career Services staff.

Financial Aid, Counseling, Student Life and Job Placement were identified as support services that the students felt they needed to know more about. This applied particularly to Financial Aid. Most students indicated that they were not aware of workshops available, and because of their lack of information, they had not applied for aid. Students who had used Financial Aid services were concerned that they sometimes had to wait several days to see a counselor but found financial assistance, particularly College Work Study, helpful in their meeting their goals. Those who had used Veterans Services for financial assistance felt very positive about the help they had received. The students indicated that low tuition has contributed to their survival at Midlands Technical College; however, several students felt that they could pay their tuition without help from Financial Aid or that they couldn't qualify for aid because the tuition is too low. Although the desire for self-sufficiency appears to be positively related to student self-responsibility and success, it may also have led some students with financial problems to not seek help from the Financial Aid office when they needed it.

The reason students gave for not using Student Life and Job Placement services was also related to lack of information about the programs and how to access them. Students who had participated in Student Life Activities said they were helpful resources for meeting other students, especially the Association of African-American Students. The minority students interviewed felt the Association of African-American Students has contributed significantly to their success at Midlands Technical College. This organization has helped students to develop a network of friends who serve as resources to help them succeed in college. Most students were not aware of the other clubs sponsored through Student Life. Students felt Job Placement provided a starting point for job search

and were glad to know it existed; however, most of the students who had jobs said that they had obtained the jobs on their own. The students noted that most of their friends dropped out of school because of financial and personal problems, so knowledge of services that meet these needs is essential to minority student success.

Overall, minority students did not feel that non-academic support services had contributed greatly to their success at Midlands Technical College, although those students who used the services found them helpful. This low use of services seems to be related to the fact that the students were not aware of the services and did not know where to find help when they had problems. It appears that the students have managed to survive through their own means by asking fellow students or a family member for help, or by seeking help from college faculty or staff whom they have come to know and trust.

A peer mentor program was mentioned as a possible solution to better tie students to services and involve them in college support networks. It appears that an informal mentor system is currently in place and has helped minority students succeed at Midlands Technical College. This support network is strongest on the Beltline Campus, where students help each other when they have problems and provide an informal orientation for new students. These informal support groups are very accessible to minority students and serve as a major source of communication among students. It is within these informal groups that minority students form support networks and find out about services that might contribute to their success. The students interviewed felt that taking advantage of these informal networks and extending them to a more formal peer mentor system may draw in less socially-oriented students who may otherwise be left on their own and drop out.

Academic Support Services

Academic support services appear to positively impact the success of minority students, although students generally agree that more information needs to be communicated to students regarding service availability and access. Differences in the use of academic support methods were observed for students on the Airport and Beltline Campuses. Students on the Beltline Campus tended to utilize peer study groups and tutorial services, while students on the Airport Campus used instructor assistance and personal resources on and off campus.

Among those academic supports identified as contributing most significantly to student success are the small class sizes, where students have ready access to instructors; class syllabi and outlines clearly stating requirements; math labs; writing centers; and Developmental Studies. While many of the students felt course placement was helpful and Developmental Studies gave them access to

higher education and a good foundation for curriculum level courses, several students commented that they would like to see an option available whereby developmental classes could be waived by the student. Most students on the Beltline Campus had used and positively commented on tutorial services, while many of the Airport Campus students either did not know the service was available or had attempted unsuccessfully to receive assistance. Students generally agreed that they appreciated instructors spending a few moments at the beginning of the term to provide information on how they could be contacted for assistance and facilitating introductions among classmates so they could form academic support networks.

In general, the students felt they needed more information regarding academic support services. Although the few students using classes such as ENG 128 (Study Skills), and PSY 031 (Orientation) found these courses helpful, most did not know about these options and therefore did not use them. It also appeared that there was wide disparity in the helpfulness and effectiveness of academic advising. Students who had an assigned advisor whom they saw from term to term felt quite positive about the assistance and guidance received. However, many students did not know who their advisors were, had seen different advisors every term and often completed their own advising forms, finding faculty members in their programs who would then sign the forms. It is through the advising function that enrollment in Study Skills and Orientation courses occur, based on the perceived needs of the students. Without advisor guidance, students may not enroll in these courses.

Recommendations for improvement of academic support services included better publication of these services via a revised student handbook, pre-enrollment orientation sessions where information is shared with all entering students, and communications such as posters, class announcements, academic alert notifications and student newsletters. This information should include cost information, location, hours of service and types of service available. A second strong recommendation focused on improving the quality of advising for continuing students, with students having assigned advisors with whom they would work on an on-going basis to discuss their educational plans, course selections and recommended services.

Overall, students appeared positive about the quality of the curriculum, the instruction received and academic support services when they were used. There did appear to be a gap between service availability and student knowledge and usage for many of the minority students in the focus groups.

Faculty Involvement

Faculty involvement was rated from average to good by most of the students in the focus group. They liked being in small classes where they had the opportunity for personal contact with instructors. This "personalized instruction" was cited as one of the major factors contributing to student success at Midlands Technical College. Some of the students stated that they talk with their instructors after class or set-up appointments to get help with course work. This access to faculty has helped the students feel accepted at the college. Contact with faculty seemed most important for those students who were in classes with a small number of other minority students. It was noted that the students wanted instructors to take more time to help classmates get to know each other. They felt this would help minority students deal with the isolation associated with majority classes.

Another factor that has contributed positively to student success appears to be the students' level of involvement with their academic advisors. Students who had assigned advisors that they saw on a continuing basis felt positive about their experiences and educational planning. They also felt they could contact their advisors for assistance if they needed guidance on educational or career-related issues. Students who saw different advisors every term were less satisfied with advising in general and with their guidance on educational and career issues. These students had to seek other forms of support from peers and counselors to meet their needs.

Out-of-class non-academic contact with instructors did not seem to be important to the students. They did not feel strongly that this has helped them to be successful at Midlands Technical College, although several students mentioned that out-of-class contact with instructors added to their social involvement in the college. Most of the students said they did not have any of these types of contacts with faculty.

Campus Climate

Students expressed positive views regarding the overall campus climate at Midlands Technical College. The atmosphere is perceived as friendly and conducive to a positive learning environment, which contributes to student success at the college.

While students generally felt pleased with the academic climate, they expressed interest in the college developing more culturally diverse curricula. Suggestions included infusing cultural diversity into curricula such as literature and history. It also was noted that as minority students progressed to advanced-

level courses, their feelings of isolation intensified, and the need for social-support networks increased.

The social climate of the college is perceived somewhat less favorably than the academic climate. Students felt that social events and recreational opportunities are limited and could be expanded to better enhance student-college involvement and student satisfaction. Students also expressed concern that they had missed opportunities for involvement in campus activities and student organizations due to a lack of publicity and communication. Also, while some student organizations such as the Association of Afro-American Students and the International Student Organization sponsor activities that promote cultural appreciation, the students felt that more could be done in this area, with encouragement of students, faculty and staff of all cultures to participate in cultural awareness events.

APPENDIX

MINORITY STUDENT SUCCESS SURVEY

I. Please indicate your level of agreement with each statement by circling the appropriate number.

SA = Strongly Agree
A = Agree
N = Neutral
D = Disagree
SD = Strongly Disagree

		SA	A	N	D	SD
1.	All students at this college feel welcomed.	1	2	3	4	5
2.	Students from various racial and ethnic backgrounds get along well.	1	2	3	4	5
3.	This college offers many cultural events and programs.	1	2	3	4	5
4.	There are many students at this college who hold extreme racial views.	1	2	3	4	5
5.	This college provides sufficient financial aid for students who need assistance.	1	2	3	4	5
6.	College employees provide a caring, open atmosphere.	1	2	3	4	5
7.	My advisor helps me select courses that match my interests and abilities.	1	2	3	4	5
8.	College personnel are available when I need assistance.	1	2	3	4	5
9.	Counselors help me to examine my needs, interests, and values.	1	2	3	4	5

10. Since enrolling at MTC, have you personally encountered acts of racism on-campus? Yes_____ No_____

If your answer is yes, from what group did this occur? (Check all that apply.)

Fellow Students _____
Faculty Members _____
Career Counselors _____
Admissions Officers _____
Cashiers _____
College Administrators _____
Placment Test Officers _____
Financial Aid Officer _____
Registrar's Office _____
Other (specify)_____

11. Since enrolling at MTC, are you aware of other students who have encountered acts of racism on-campus? Yes_____ No_____

If your answer is yes, from what group did this occur? (Check all that apply.)

Fellow Students _____
Faculty Members _____
Counselors _____
Admissions Officers _____
Cashiers _____
College Administrators_____
Placment Test Officers_____
Financial Aid Officers_____
Registrar's Office _____
Other (specify)_____

COMMENTS FROM THE MINORITY STUDENT SUCCESS SURVEY

V. WHY DID YOU DECIDE TO ATTEND MIDLANDS TECHNICAL COLLEGE?

SECTION 1 - Responses that were exactly the same are summarized in this section.

Location: Convenient, close to home, close to work - 20

Reasonable Tuition/cheap - 16

To prepare for a career/acquire job skills - 15

To further my education - 14

To obtain a 2 year degree - 10

The College's excellent reputation/it's accredited - 8

To advance in my present job/career progression - 8

To develop/improve my skills for a better job. - 6

Because the nursing program is one of the best - 5

To transfer to a 4 year college. - 5

To get a higher paying job - 4

The college was highly recommended. - 4

New career/job - 4

Some of my friends attended Tech - 2

SECTION 2 - ALL OTHER COMMENTS

To improve my skills in management.

To advance mentally and socially as well as financially.

It offered the diversification in its curriculum I sought

ADN - Good program

I needed to further my education. The Columbia Housing Authority helped to pay fees and tuition.

Just finish high school and didn't want to go far from home.

Tuition at previous college had risen twice within one semester - too expensive (UNC-Charlotte)

Good nursing program overall, good school

I want to receive a good education.

Because I've attended MTC in 1988 and thought it to be a good school.

I was very interested in getting into the medical field, and I felt MTC was the best place for it.

I'll give anything a try. I will never give up. My strength comes from God.

I would like to see more activities that encourage more interaction between races.

Move here in January and heard about MTC. This was the best choice for my financial situation. So far things are going great.

Was undecided about a college.

Advanced.

To get certified in graphics

Needed additional courses to complete BS degree at MUSC.

To finish my degree in teaching.

To obtain my Assoc. Degree so I can start working soon and still continue to receive my Bachelors degree.

They teach from hands on experience, not out of the book.

It's highly accredited, one of the best Techs' in the health field, and I thought in the Allied Health program if only took 2 or maybe 3 years - I didn't know about a waiting list and no one told me.

I believe I could receive the best education in computer before attend a four year college.

I thought it was in my best interest for the time being.

Learn a new skill.

Many fellow friends have spoken highly in praise of MTC.

For there part-time programs. (Which is a misconception.)

I decided to attend MTC because it is a start in my life to get a degree in nursing.

To get a degree in Nursing

Because I think that they have one of the best computer programs available.

Because I wanted to.

Better Job.

Attending previously, convenient, practical.
Just to take a few courses but now I have decided to transfer to a four-year college after graduation.

Enhance my abilities to become more marketable.

Wanted to get a certified in LPN Nursing.

Because I saw an article in the evening post (in Charleston) about how good the school was, and what a wonderful nursing program they have.

After school

I currently have a BA in Political Science. This field has not been beneficial to me. Therefore, I decided to challenge a more profitable field.

Quality education at a fraction cost of university tuition.

To acquire skills to improve and further my education in the field of art.

I decided to attend MTC because they offered the technical course I wanted to start another career.

Career development courses were offered.

To acquire the minimum necessity to become a RN.

Because I started MTC after being out of high school 8 years and I didn't take SAT test.

For general courses.

To get experience for the world of work.

Earn a degree in computer technology.

I attend MTC for the engineering course that is offered.

It was convenient for my needs of a short-term higher education.

I had attended MTC in 1982 and everyone made me feel very welcomed.

Pursuant of new career after retiring from US Army.

Night courses

Use to attend before and the teacher will not let you pass if you do not know what is going on.

Higher education and a broader working field

Had credits at Sumter Tech and wanted to finish my degree. For a good solid education.

Job change/advancement

I am not sure anymore

I chose MTC because I think it's more convenient and better for me. Its also worth the money.

To further my education in nursing

Transferred from a 4 year college

To improve skill and prepare for reentry into work force

I was referred to me by my head nurse at Baptist hospital

To finish my degree and to develop better skills

Career change from banking

To specialize in field

To better myself and better my child's life

Because if offers different hours that work with my schedule

My major is not offered anywhere else

To enhance programming skills

I want to become an electrical engineer

Career advancement and personal growth

An advanced program to transfer into from ATC.

Wanted to improve my state of mind and my future

Further my job qualifications

I decided to attend MTC to learn a skill and to get a new job

Because I didn't feel I was ready to go away to school

Course offered

I attended school to achieve my office support specialist certificate.

Best in my career choice

To get my associate degree and find a better job

To have a better future

To pursue an associate degree in accounting

Because I always wanted to attend MTC, and its outstanding and well respected college

Because of the court reporting program - good one

Because I thought I would get the specified education or my major.

VocRehab said they would sponsor

Career change

Because the professors are more compassionate, and the campus is much nicer that of USC.

To obtain better job skills
To continue college even though I got pregnant. To better myself and to make things better for my son in the future.

To get a job to fulfill my goals and abilities

It was the only school which offered a degree program in radiologic technologist

To become better qualified for jobs

I feel that MTC will give me the chance to see the world from a different perspective.

Employment opportunities

Further my career

Obtain an extra degree - further education -

Because of the advantages they have for students who want a career but do not want to go to school for years

To get better training for a career for my life.

To further my nursing career

To choose and perform a job of interest and one with advancement opportunities.

Career development
I was unable to attend a four year college with a child

A last minute move to Columbia

Because they offered the best Medical Lab. program near home.

Continuing Education

At that time, the program here seemed to be my best offer.

To gain an education and meet new faces

To better my education and fulfill my every dream and desire

To better my job skill

Short courses

I wasn't ready for a big college or university

Get a better job

Cheaper. Soon to be competitive with major colleges/universities

I'm interested in programs offered and the location was more convenient for me

Because it is cheaper and I'll mostly learn more in a two-year college than a four-year college

I chose MTC because of its course offerings.

III. Agencies that can assist when financial aid do not apply.

IV. COMMENTS

I am enjoying my educational experience with Midlands Tech. Thanks for such a great opportunity.

Very Good school!!

MTC is a wonderful place to continue one's education - its a relaxed, peaceful and comfortable learning atmosphere with a caring, interested faculty! I really enjoy it.

I'm a graduate of MTC and re-enrolled into another program. I have experienced racism among teachers, especially white instructors. Never try to work along with them. Several of my friends have found some type of negative response in the RN Program. They feel that the advisement faculty stress how hard the program is to minorities to discourage them to give up on the process and long wait period.

I've never gone to college where blacks are instructed by advisors to lower themselves instead of bettering themselves.

The students is interested in a certain field. I feel they should go directly into there field of study. After entering that field they should be counselled and coached in that particular field.

The faculty of MTC need to have the students best interest in mind.

They need to make time to educate the student on rules and so forth that he may need to know!
Will graduate in November. However all these areas will be vital for improvement or student career goals. Will help them find a specific direction.

Midlands has not assisted me very much in the past. While constantly cancelling courses with notification, to cancelled programs without notification in not enough, then what else could they do?

Midlands Technical College is a very interesting school to attend and it offers many courses for a person to get an education.

A workshop for faculty/instructors to be more understanding with students that have special needs.

How to manage your money. This survey was a good idea.

Areas (geographical) that are in need of your type of specialty. And where to contact these employers.

I'm always interested in improving the future goals and priorities of other students as well as myself.
Financial aid office staff do not know what is going on in there office. I applied for FA had to wait 10 weeks for benefits after being approved for Aid. I've got the award letter and still have not received the award. Someone need to take a look at Financial Aid staff. (Beltline Campus) My weak point is test taking. I know the information for answering the questions on the tests but something happens between the moment I receive the test for testing and receive it again with the grade.

I hope that they start back-up with Eng 122. Thanks!

I have enjoyed going to Midlands Tech the Fall quarter. Everyone is so friendly and easy to get along with.

Midlands Tech is a good school however, certain faculty members believe in making a way for those that they would like in their technology and its not fair. I believe in equal opportunity.

When representatives go to high schools, they should explain that most student who enter this college will have to take fundamental courses before actually going into their major. Overall, MTC is a good school. It will help me a great deal if I attend these workshops

Speed reading, reading comprehension, building a good vocabulary and other workshops aimed towards management assessment skills. If at all possible, please think about a certificate program that would improve a person's chance of successfully completing a management assessment program.

As indicated, I have used these services quite frequently and I have not benefited from them. Suggestion: Career services should work closer with graduates. Please send me an updated newsletter of Various Job listings on monthly basis.

History courses in Afro-American studies that tell the real truth about the history of Afro-Americans.

What days and hours are the student life center office opened.

I think it was unfair to not pass a student because they didn't complete a CPR class because there were no openings in Red Cross, hospital, or any other community services. I was totally devoted to passing the class and even though I signed a statement. I got into the program late. I would like to be encouraged to do well in my classes by the instructors rather than discouraged. There are a few of them that could care less about your trying to make an effort to do well.

I think courses to deal with bettering yourself and seeing what type of career you want to have.

The tutorial service needs to get tutors for the sciences where students need individual assistance and that require a lot of time with a teacher one-on-one.

I love attending MTC although we need more parking spaces. I think this survey should be taken by all students at the college

I enjoy MTC, but I really don't like the amount of time that students have to wait before being accepted or rejected by the nursing program

It is great that MTC is looking at more ways to identify the educational needs of its students.

I think this would be a great workshop to help students aim for the goals that they would like to pursue in life.

We need these workshops!

As a previous student in DVS Reading 109. I personally experienced discrimination from Mrs. Thomas. First her attitude as an instructor should be to motivate students, instead she makes them feel imtimidated and very inadequate. I have not taken much part in campus activities

Test taking skill are very important

MODERATOR'S GUIDE
MIDLANDS TECHNICAL COLLEGE MINORITY STUDENT FOCUS GROUPS

1. **Introduction: (5 minutes)**
   A. welcome/thanks for attending
   refreshments/help yourself
   name tags/reason for name tags

   B. introduce self to group
   session length
   broad objective of group
   audiotaping/observers
   perception of topics
   rules for group
   a) only one person talks at a time
   b) no side conversations during session
   c) no talking during writing breaks
   d) speak up so microphones can pick up comments
   e) be open/candid

2. **Warm-Up: (5 minutes)**
   participant introductions (first name/major)
   general topic discussion (general college environment)

Begin Specific Topic Discussions

Topic I

3. **Student Support Services: (25 minutes)**

Writing Break Lead-in: What kinds of non-academic support services do you consider most important for college student success?

Q1. What kinds of non-academic support services have contributed most to your success as a student at this college?

Q2. Describe how the following services have helped you become a successful student, if applicable:
- Admissions
- Orientation
- Financial Aid (CWS, loans, grants)
- Veterans Affairs
- Counseling
- Job Placement
- Student Life
- Food Service
- Bookstore

Q3. What improvements would you suggest for these services, based on your past experiences?
- Admissions
- Orientation
- Financial Aid (CWS, loans, grants)
- Veterans Affairs
- Counseling
- Job Placement
- Student Life
- Food Service
- Bookstore

Q4. What kinds of non-academic programs or services could help you be more successful but are not available at this college?

Topic II

4. Academic Support Services (25 minutes)

Writing Break Lead-In: What kinds of academic support services do you consider most important for college student success?

Q1. What kinds of academic support services have contributed most to your success as a student at this college?

Q2. Describe how the following academic support services have contributed to your academic success, if applicable:
- Writing Centers
- Math Labs
- Tutorial Services
- Developmental Studies
- Placement exam/course placement
- Course placement
- Course syllabi/outlines
- Special courses such as Study Techniques (ENG 128) or
- Orientation to College (PSY 031)

Q3. What improvements would you suggest for these services, based on your past experiences?
- Writing Centers
- Math Labs
- Tutorial Services
- Developmental Studies
- Placement exam/course placement
- Course placement
- Course syllabi/outlines
- Special courses such as Study Techniques (Eng 128) or Orientation to College (Psy 031)

Q4. What kinds of academic support programs or courses could help you be more successful but are not available at this college?

Topic III

5. Faculty Involvement (25 minutes)

Writing Break Lead-In: What kind of faculty-student interactions do you consider most important for student success?

Q1. What kinds of interactions with faculty have contributed most to your success as a student at this college?

Q2. Discuss how the following student-faculty interactions have helped you be successful as a student, if applicable:
- Classroom instruction
- Advisement
- After class help/availability
- Out-of-class non-academic contacts with faculty
- Mentoring

Q3. What suggestions do you have for faculty-student interactions that you think would help improve the success of minority students at this college?

Topic IV

6. Campus Climate (15 minutes)

Writing Break Lead-in: When you think of MTC, what images/phrases come to mind?

Q1. What aspects of the campus climate contribute to the success of minority students?

Q2. Describe any differences in campus climate experienced by minority men and women.

Q3. What aspects of the campus climate would prohibit you from continuing your education here at MTC?

Q4. What suggestions would you make to improve campus climate for minority students?

Q5. What suggestions would you make to improve minority student participation in campus activities?